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ABSTRACT

This report outlines the activities and impact of the Massachusetts Dissemination Project, a capacity-building program funded from 1976 to 1982 to further the dissemination of information on educational resources in Massachusetts. Major project outcomes are listed, including the production of two serials entitled Resources for Schools (26 issues) and a Focus On: (over 5,000 booklets), and the provision of conference presentations, displays, training, workshops, and resource exchanges. Six sections provide (1) a summary of major project components and activities; (2) a comparison of dissemination services in the Massachusetts Department of Education before and after the project; (3) a discussion of the formation of the Bureau of Educational Research which will continue work begun by the project; (4) an examination of the project's involvement in promoting equity in areas of race, sex, ethnic origin, and special education; (5) a delineation of the project's successful impact on educational decision-making; and (6) a fifth-year impact report presenting data on project services. Appendices comprise a Massachusetts Dissemination Project brochure, a needs assessment survey form, results of the needs assessment survey, a sample reader response card distributed with publications, abstracts submitted with project proposals, approved workplans, project budget data, an annotated bibliography of project publications, and a description of the Bureau of Educational Resources. (ESR)

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FINAL REPORT

OF

MASSACHUSETTS DISSEMINATION PROJECT

Dr. Cecilia M. DiBella,
Project Director
June, 1982

IR050046

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Preface

This final report was prepared according to the directives and specifications set forth by the National Institute of Education. Like the goals and activities that constituted the five years of effort by the Project, the report not only conforms with the high standards of the Institute but also seeks to reflect the spirit of interagency cooperation, educational improvement, and institutional change that accompanied these activities from 1976-1982.

Few of the successes and achievements documented in this report were possible without the continuing support of the Board and Commissioner of Education, the enthusiasm and professionalism of Project and Department staff, or the positive response and collaboration of the education community of Massachusetts.

Abstract

Massachusetts has a vast array of educational and cultural resources. Prior to the capacity-building grant, however, the state education agency was poorly equipped to coordinate and direct these resources to support school improvement efforts.

From 1976-82 the Massachusetts Dissemination Project implemented a two-pronged approach to establish long-term dissemination capacity. The Resources for Schools series and later the Focus On: mini-series, offered high-quality, low-cost guides featuring organizational, human, and school-based resources on priority educational topics. Booklets were developed with Department units who gradually assumed major production costs. Publications were very positively received by school practitioners.

These products, however, were only one aspect of internal and external support and progress. The booklets became the basis for higher level dissemination activities: conference presentations and displays, training, workshops, and resource exchanges. These linkage activities upgraded the Department's leadership role as facilitator of resource sharing. The Project sponsored Department training to sustain these activities.

The Project, located in the Deputy Commissioner's office in Boston, included liaison staff in the Department's six regional offices. Each center identified a particular problem impeding their dissemination efforts and the Project provided assistance.

Major Project outcomes included:

Twenty-six issues in the Resources for Schools series (over 350,000 individual booklets)

Five issues in the Focus On: mini-series (over 5,000 booklets)

A Calendar of Educational Publications and Conferences (2,000)

The School Committee Resource Notebook (500)

Resource banks in five regional centers

Over 100 conference presentations, workshops, or displays

Response to over 11,800 individual requests for materials

A major policy paper on institutionalization, distributed nationally

Institutionalization was accomplished through the reorganization of the Division of Curriculum and Instruction. A new Bureau of Educational Resources was formed incorporating the Project, educational television, a new Resource and Referral Service, and instructional technology. Continued funding is included in the approved state plan for the education block grant.

I. Major Components and Activities

1976 - 1982

Introduction

Linkage, leadership, coordination, and resource base development -- these goals constituted the prescribed formula for building state dissemination capacity in 1976.. The original grant announcement from NIE sought to describe these components to state education agencies who, in turn, prepared funding proposals that translated these concepts into measurable operational objectives tailored to the unique interests and features of each state. Because dissemination concepts are general and all-encompassing, and because state education agencies themselves differ significantly, NIE's program announcement became an umbrella for a myriad of activities related to dissemination and school improvement.

Unlike many states, Massachusetts approached the challenge of building state dissemination from the perspective of an abundance, rather than a scarcity of resources. The proposed abstract noted:

> ...the proposed approach intends to create a viable system whereby users influence the nature of dissemination products and delivery, and the state education facilitates such delivery by capitalizing on current organizational features necessary to structure an interrelated delivery network.

The original proposal described this task as a "three-year development effort." Mid-way into Year I it was already apparent that the task was indeed developmental, if not incremental, and would require a minimum of five years to accomplish. Even now with one phase of capacity-building successfully completed, another stage in the development of dissemination services is just beginning. This, in the mind of the Project Director, indicates that doing something well is an endless task that occasionally assumes new forms. This section of the final report will summarize the people, places, activities, and materials that contributed to the Project's success. Appendix C includes all the Abstracts submitted with Project proposals. Appendix D includes all approved Work Plans. Appendix E includes all Budget data.

A. People

Staff

Theories and case studies of change in schools or organizations in general all point to one significant success factor -- the people associated with the change. As Project Director I have been extremely fortunate in the staff who joined the Project. For each of them, now lured away to other positions with greater responsibilities and challenges, dissemination capacity-building was a new area filled with new challenges and oftentimes, frustrations. Changing the way a state bureaucracy does anything is an accomplishment of the highest order -- so much more astounding when the change involves an abstract, jargon-filled concept such as "dissemination". The energy, creativity, helpfulness, and task-orientation of Project staff dispelled Department resistance. In four years the Project worked directly with over 19 individual bureaus, and all regional centers, or 70% of all Department program units. These three central office staff -- the Project's publications coordinator, the technical assistance coordinator, and our secretary/administrative assistant never failed to make an extra effort to meet a deadline, respond to a request or just complete an assignment properly. The Project's consistently high quality products and services directly attributed to staff continuity and dedication.

In their study, the National Testing Service highlighted the significant role played by capacity-building project directors in the development, progress, and successful institutionalization of individual projects. This issue, then, requires little elaboration here except for a hearty endorsement of their findings and a few footnotes.

Managing a state capacity-building project was challenging and exciting, and frequently frustrating, (how many times did I define "dissemination" or "capacity-building"?). Being in the forefront of a significant shift in agency operations, from regulatory to service functions, kept the adrenalin flowing. But it was

often a bit lonely. Project Directors meetings became a real oasis despite the packed, multiple agendas, and the trials of travel itself. I always learned something new and useful from my counterparts in other states and often lamented that distance, time, and expense prevented more frequent meetings.

A special place in heaven should be reserved for Cohort I and II project directors who faithfully participated in the three NTS evaluation workshops in 1977 and 1978. These "brain picking" sessions, held in such glamorous hideaway spots as the Philadelphia Airport Holiday Inn, gave us all a fascinating, first-hand experience in defining "indicants", "data shells", "constructs", or "outcomes" of dissemination capacity. Endurance and tolerance levels reached an all-time high during these sessions!

Department Personnel

The continuous support of the State Board and the Commissioner of Education was critical to the Project's success. Despite constant budget constraints, Dr. Anrig kept the goal of institutionalization in view - often in clearer view than the Project Director! The strength and visibility of the Project's resource materials and our pro-active service orientation gave the Commissioner and Board constant evidence of one aspect of dissemination services.

The support, advice, financial and staff assistance from Department colleagues is too extensive to review here. Information about contributed time and funds is documented in proposals and quarterly reports. The informal support early in the Project was particularly helpful as the fledgling concept of "dissemination" slowly made its way through the agency. As Department staff recognized the benefits to be derived from improving their dissemination activities, teaming and collaboration with the Project became easier.

Clients

Educators, parents, students, and Department staff were clients of the Project. Our needs assessment process in Year I was extremely valuable in defining the

desirable information product and service for our clients. Paul Hood's market study helped us think about variables and factors to be considered in developing, producing and marketing new products or services. This report should be required reading for capacity-building or any federal project directors.

The spectacular success of the initial issues in the Resources for Schools series told us to maintain the basic formula of identifying important information needs and connecting people to a variety of resources to address those needs. The responses we received from clients both formally and from our "Reader Response Cards" helped us plan new issues, modify our product or delivery design and, quite frankly, gave us constant positive reinforcement and motivation for making a good product better.

Although the Project discouraged direct telephone calls for information, the referrals and calls we did receive and service offered a special challenge and pleasure. These callers, who often turned to the Project as a last resort, gave us the special feeling of assisting people who were literally at their wit's end searching for information in the bureaucracy and all the more thankful for the answer or assistance we somehow always seemed to find.

According to our best, although admittedly not totally systematic tally, the Project responded to over 6,626 mail or telephone requests for information or materials from clients from 1978 to 1981. This total does not include the distribution of materials in bulk mailings, at conferences, workshops, resource exchanges or through the regional centers. We can estimate that the Project is responsible for developing over 300,000 print materials, Resources for Schools, Focus On:, school committee information packets, now in circulation. The majority of our materials are also in ERIC which significantly increases the client base for our materials. Geography, however, did not appear to be a limiting factor in terms of potential clients. Clients span the entire fifty states with several requests from England and Canada, a few from New Zealand, and even a few from Australia.

Beginning in Year II, the Project began identifying target groups for special assistance. The initial needs assessment experience taught us the futility of trying to service everybody's information needs at once. In fact, to do so would be contrary to the concept of building capacity since it would represent merely responding to random requests. Working with target groups offered some interesting challenges and opportunities to exercise our creativity, to be of service, and to gain credibility. The school committee information notebook is an example of a product tailored to the particular needs of a target group. The time and effort expended in planning and developing this product were well worth the positive contribution it made to improved relations between the Department and school committee members.

"Significant Others"

Several key individuals and organizations fall under this category. The Project was fortunate in having Tom Burns as the U.S.O.E. (ED) Regional Commissioner. His particular interest in dissemination and the energies he expended in direct support of dissemination activities at the state level were a real bonus. His influence with chiefs in the region was extremely valuable.

Having the expertise of veteran disseminators such as Dave Crandall and Dick Lavin gave the Project a base of support and experience few other capacity-building projects could match. From the first day of planning for the initial Project proposal, the Department took the position that the dissemination problem in Massachusetts was coordinating the over-abundance and fragmentation of resources rather than generating new resources. The concept of complementarity helped to sort out territories and specialties that assumed continued interaction and collaboration

B. Places

In many ways, the Massachusetts Dissemination Project was seven projects in one. The central office was clearly where the majority of activity occured but

as the quarterly reports and proposals indicate, the six regional education centers were a vital part of the Project. Typical regional center activities included: developing resource centers; training staff; conducting workshops and resource exchanges; or distributing materials. Regional Center staff found the monthly linker meetings a useful way to keep abreast of dissemination activities at the state, regional, and federal levels and also excellent opportunities for sharing information with each other.

Temporary locations for Project activities have included virtually every nook and cranny of the state from Hyannis to Williamstown. My travel vouchers for the past five years tell the complete story. The Massachusetts Teacher Association (NEA) annual summer conference was a particular favorite probably because the Berkshire Mountains offered such a beautiful setting for meeting directly with teachers.

C. Activities

Components of the Project fall into two basic categories: products and services. That division, however, is not totally accurate. The Project adopted the philosophy that an information/resource product works best when linked to service. Thus, for us, products and services were inextricably linked. As long as the budget would allow, workshops, conference presentations and displays, training activities, and resource center development shared equal footing with materials development. In other words, we were always concerned about how the information or materials were presented or utilized.

Over the last 3 1/2 years, the Project was responsible for over one hundred workshops and conference presentations or displays, and a dozen resource exchanges. Numerous regional center-specific, Project-related activities are not included such as training sessions for specific regional center staff.

Linkage services, however, are more difficult to document, yet the resource booklets were specifically designed to promote linkage. These services spanned several levels in the framework for dissemination: making clients aware of the variety of resources available on a given topic; providing a forum for an exchange of ideas; and, in essence, forcing clients to choose among the options offered.

The products themselves, issues in the Resources for Schools and Focus On: series fall into two general groupings. One category of booklets, Resources for Schools #1, 2, 3, 9, and 15 and Focus On: #2, 3, and 4 connected clients to the resource base (see Appendix F for Project bibliography). The other publications expanded the resource base by providing information about promising practices or resources on program specific topics of high need. In this respect the Project fulfilled its original goal outlined in the FY'77 abstract:

> On the basis of the procedures to be adopted, the state will be able to accomplish simutaneously two major objectives: to make the state education agency a facilitator of knowledge availability and repository of interrelated data resources to make local education agencies self-sustaining service agents as well as primary determinants of the nature, direction and delivery of local and state dissemination activities.

In simpler terms, the state agency and local schools exchanged and expanded their roles in information dissemination. Rather than being either a provider (Department) or user (local schools) of information, roles were exchanged and reversed. The Department became a broker for the program information provided by the local schools. In this new relationship, local schools were encouraged to share and exchange information about their promising practices or successful programs. Obviously, this approach represented a real departure from the agency's one-way transmission of information to local schools.

There are, of course other returns to this approach such as better public relations for local schools and an improved climate between the agency and local schools because of increased service and decreased regulatory activities. The Massachusetts Dissemination Project certainly contributed to this change.

D. Materials

Appendix F. lists all Project publications. Other materials included the school committee information notebooks, various brochures, and resource packages for regional center linkers. All issues in the Resources for Schools and Focus On: series were submitted to ERIC and, with few exceptions, were accepted. The Merrimack Education Center expanded the use of these materials by including many of the programs in their Massachusetts practice file.

The evaluation of the Massachusetts Dissemination Project conducted by TDR Associates in FY'79 produced significant findings about the use and impact of Project materials. It is important to note that only 9 issues in the Resources for Schools series (out of a subsequent total of 26) and no issues in the Focus On: series were in circulation at the time. The findings, however, indicated strong recognition of the Resources for Schools series on the part of the three target groups: superintendents (77%); principals (76%); and teacher association presidents (56%). Most principals and superintendents saw real value and relevance in the publications and would be willing to purchase them. The study concluded that the Project's materials showed the greatest progress from the initial evaluation in FY'78, moving rapidly from the initial "Developing - Becoming" stage to the "Maturing - Transforming" stage.

The budget reduction in Year IV prevented any further evaluation efforts. This was unfortunate because the Project lost the opportunity to pinpoint areas for particular attention in the capacity-building effort. Further discussion of the TDR findings will be included in the "impact" section of this report.

Summary

This section has described the major components and activities of the Project from 1976-1982. Formal documentation is continued in primary source documents such as the original project proposals, and amendments, four continuation proposals and the quarterly reports.

II. Dissemination Services in the Massachusetts Department of Education Before and After the Massachusetts Dissemination Project

This section summarizes and compares the scope of dissemination services before and after capacity-building activities. In simple terms, this section chronicles tangible results and long-term benefits from the Institute's investment in the Massachusetts Dissemination Project.

Dissemination Capacity Prior to FY'76	Dissemination Capacity After FY'82
A. Resource Base	
No systematic process for the identification of critical information needs and the development of appropriate resource materials	Two publications series developed totaling 31 separate issues, over 300,000 items currently in circulation
No staff assigned to the development of files of promising practices from Massachusetts schools.	Development of extensive files in Resources for Schools series
Limited, if any, resource holdings in regional education centers	Resource centers/collections established in 5 regional centers
No central file of Department resource materials	Development and distribution of specific materials (Resources for Schools #1) to address this void
No central file of materials and services of resource agencies in the state	Development and distribution of Resources for Schools #15: containing over 250 resource agencies in the state
Limited, if any, Department involvement with, or contributions to ERIC resource base	Active Project efforts to encourage agency contritutions to ERIC resulted in increased contributions plus the submissions and acceptance of over 85% of Project materials
Limited Department attention given to specific information/resource needs of target groups	Development and implementation of specialized technical assistance to target groups
Limited Department involvement with state's information center, Merrimack Education Center (MEC)	Active promotion and use of MEC's information services
Limited Department involvement with the state's National Diffusion Network (NDN) Facilitator - The Network	Development of collaborative relationship with Network staff through regional centers

Dissemination Capacity Prior to FY'76 Resource Base (cont'd.)	Dissemination Capacity After FY'82
Limited resource linkage with relevant agencies	Expanded linking with state library and information center and other publicly supported information centers
No clearinghouse for Massachusetts resources	Development of new Bureau of Educational Resources as the agency's "resource of resources"
Little, if any, technical assistance or training of regional center staff in resource acquisition and utilization	Project sponsored training and specialized technical assistance

Dissemination Capacity Prior to FY'76	Dissemination Capacity After FY'82
B. Linkage	
No mechanism for linking schools with each other for sharing information about successful practices	Development of 2 series of publications specifically designed to connect Massachusetts schools with materials, programs, and people.
Limited Department linkage with professional associations	Over 100 activities that fostered increased collaboration and linkage with professional associations through newsletters, conference presentations and displays, and workshops
No process for determining and servicing particular information/ resource needs of target groups	Project initiated practice now adopted by Department units of identification and servicing of particular needs of target groups
Limited linkage between central office and regional center staff around information/dissemination issues	Development of linker system with Project staff in regional centers; contacts with linkers now firmly in place
Limited sharing of information between and among regional center staff	Increased linkage fostered by linker system and contacts
Limited awareness and utilization of resource agencies by regional center staff	Project-sponsored training and technical assistance fostered linkage with resource agencies and regional center staff

	Dissemination Capacity Prior to FY'76	Dissemination Capacity After FY'82
C.	**Leadership/Coordination**	
	Departmental dissemination efforts fragmented and uncoordinated	Massachusetts Dissemination Project and its good services represented coordinated approach to Departmental dissemination efforts
	Limited state agency leadership in assisting local schools implement new federal and state education mandates	Resources for Schools series represented a new partnership between the Department and local schools for addressing critical education needs in state.
	Department not perceived as a viable resource for assisting local schools in their program development efforts	Massachusetts Dissemination Project changed this perception through its services and products

Dissemination Capacity Prior to FY'76	Dissemination Capacity After FY'82
D. Institutionalization	
No Department unit responsible for assessing information/resource needs, and developing appropriate resource materials for educators, parents and students	Establishment of new Bureau of Educational Resources incorporating Massachusetts Dissemination Project activities, instructional media, computer assisted instruction and Resource Information Referral* Massachusetts Dissemination Project now included in program division (established Department function)
Massachusetts Dissemination Project included in administrative unit in the Department's organizational chart (special federal project status)	
Dissemination activities in the Project primarily funded by NIE funds initially with contributed support by Department units.	Steady increases in Department financial support culminating in complete support with state funds and block grant monies

*Appendix G. presents initial copy for Bureau of Educational Resources brochure

III. Institutionalization

The goal of institutionalization was a constant companion of capacity-builders from the first glimpse at the NIE program announcement to all project directors meetings, workshops, and correspondence. Thus, from Day One of all projects each of us was very familiar with the bottom-line meaning of the word -- complete non-NIE support of dissemination activities after Year V. Few of us, however, knew how to achieve that goal. Most of us were aware, nonetheless, of some inherent difficulties obstructing our strategies.

Long-term federal funding for state education agency activities has historically presented special problems along with the benefits. Often, the disadvantages of short-term federally-funded projects outweigh the financial assistance to develop and implement a new program. In these cases, the short funding cycle often corresponds with the "interest peak" of the special project. As soon as the "hot topic" cools off, the agency switches its attention to some other new area. Longer-term federal support such as Title I or Title V (ESEA) provides the agency with a stable base of support for long-term objectives and activities. This pattern, however, has been known to produce a dependency on federal dollars.

The funding cycle for capacity-building represented positive and negative features of both long and short term federal support patterns in addition to other special problems. The five-year funding commitment was really just right. The maximum grant of $100,000. however, proved to be problematic over the five-year span. The sliding scale funding pattern with the maximum amount awarded in the first year and reduced each year thereafter did not reflect the activity level in the projects. In many cases, start-up activities centered around developing policies and procedures rather than products and services. By the second year, programmatic activities had really taken over and yet federal support was already

reduced. In the future careful attention should be paid to matching federal support to programmatic rather than procedural activities. Moreover, this factor takes on added weight when the effects of inflation over the five year cycle are considered. In Massachusetts, the critical issue with respect to institutionalized funding was salary support for Project staff. NIE's five year funding commitment, in effect, delayed the transfer of Project staff to non-NIE funds. Each year a new crisis in the state budget on other federal accounts made it easier to maintain Project staff on NIE funds in the hope that the agency's financial condition would improve. For Massachusetts, and many other capacity-building states, this never occurred. Had the Institute stipulated from the outset that NIE could not be used for salary support after Year III, for example, this problem might have been avoided. State agencies would have been forced to move carefully and plan for institutionalization of Project staff earlier.

Several other factors beyond funding issues contributed to the "institutionalization" problem experienced by capacity-building directors. In its simplest meaning institutionalization always translated into funding support. Yet, in many respects, the Institute was unfamiliar with the vast differences in organizational structure, legislation, funding support, staffing, leadership or the political or educational contest in which state education agencies operated. In many cases the election of a new Governor or a new Commissioner of Education had a dramatic effect on the operation of the agency and the capacity-building project. As the National Testing Services' Study took shape, these issues became more pronounced. Moreover, had these factors surfaced earlier, perhaps more flexibility in the funding pattern or more direct and sustained contact with chief state school officers would have helped promote or support the institutionalization process.

With respect to institutionalization of the Massachusetts Dissemination Project, funding rather than interest in sustaining Project activities was always the problem. The pitfalls of five year federal funds noted earlier were a particular problem in Massachusetts. It was important therefore to think about and plan for some options to simply counting on the transfer from NIE to non-NIE support.

In Year IV a design study for institutionalizing the Project was developed. I envisioned it as a way to begin discussion of the institutionalization problem by examining the financial, statutory, organizational, and staffing support in other capacity-building projects. More importantly, by analyzing non-NIE financial support for the Project over its 4 year existence, I expected to target in on the dollars needed to continue Project activities after the expiration of the grant. This latter purpose proved to be extremely useful because the data and analysis demonstrated that support for Project activities by Department units had continued to rise. Thus, with inflation and a reduced grant award, by Year V NIE funds were primarily supporting salary, fringe benefit and indirect costs and non-NIE funds were supporting most program costs.

Institutionalization for Massachusetts became a question of finding the right organizational placement and finding some salary money. The Project had always been in an administrative rather than a program division and this shift was necessary to assure that dissemination would be seen as a program area rather than a temporary administrative function emanating from a federal grant.

The final version of the design study became a paper entitled, Institutionalizing Capacity-Building Project Activities into a State Education Agency, Issues, Concerns, and Options for Massachusetts.

It was distributed and discussed at the Project Directors meeting in Fredericksburg in 1981. In retrospect I strongly recommend this approach to getting issues on the table and beginning discussion of a difficult problem. Outlining the issues and presenting several options reduced the task to something manageable and controllable.

As in any great undertaking a serendipitous event made a major contribution to achieving institutionalization. In Spring, 1980 the Associate Commissioner for Curriculum and Instruction retired and the Assistant Commissioner became the acting Commissioner. One of his initial activities was beginning a study for the reorganization of the Division of Curriculum and Instruction. His plan was to design a division more attuned to functional and programmatic areas rather than an administrative unit patterned after federal ESEA movies. My dissemination paper helped him visualize what the capacity-building project could do to coordinate the Division's dissemination, resource and information functions.

The reorganization of the Curriculum and Instruction Division was approved by the Board of Education in June, 1981. The Dissemination Project would be gradually merged with the Bureau of Media Services (Educational Television) to form the Bureau of Educational Resources and Television incorporating print, non-print, and technical resources. Following two no-cost extensions to March, 1982 the Project moved to the Bureau's Cambridge office in April while the Department's central office moved to Quincy. The transfer of staff salaries took place with the expiration of the federal grant on 3/31/82. In essence, the Massachusetts Dissemination Project has been successfully institutionalized with non-NIE support. Many of the Project's activities are being continued and with the stable financial and organizational base in a strong program

division, dissemination services for school improvement will continue to grow and expand. Without NIE support Massachusetts would not be where it is today and would not be in a position to develop and deliver resources and information to support local improvement efforts.

IV Equity Issues

Massachusetts has played a strong leadership role in promoting equity in the areas of race, sex, ethnic origins, and special education. The State's Racial Imbalance Act was the basis for the Boston desegregation case later ordered by the federal court. Chapter 622, Acts of 1971, the state's version of the federal Title IX order, took effect several years before the federal Title IX regulations. Chapter 766, the state's massive special education law became the blueprint for PL 94-142. Similarly the state's Bilingual Education Act enacted in 1971 was the basis for later federal action.

These state laws and regulations and later federal mandates were the basis for a host of state agency efforts in support of equity during the course of the capacity-building grant. It is important to note, however, that promoting equal educational opportunity for all students in the Commonwealth has been a major educational goal of the State Board of Education since 1971. Thus, activities in support of this goal and the federal and state laws noted above constitute a major portion of the Department's annual operational plan.

It comes as no surpise, then, that products and services promoting equity played a prominent part in the goals of the Massachusetts Dissemination Project. Promoting and supporting educational equity represented a long-term multi-dimensional effort by the Project over the course of the five-year grant, not a temporary focus.

In terms of products, eight issues in the Resources for Schools series directly or indirectly focused on problems, solutions, and resources for educational equity. These are:

#1: Catalog of Publications from the Massachusetts Department of Education --- in each of the 2 editions, approximately 30% of the material listed addressed equity issues.

#5: Student's Guide to Special Education

#6: Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools.

#9: Resources for Training Educators of Children with Special Needs.

#15: In, Out and About the Classroom: a Collection of Activities --- 18% of the organizations listed focus directly on equity concerns.

#16: Staff Development for Educational Equity: A Trainer's Manual

#17: A Handbook for Planning and Organizing Special Education Advisory Councils

#20: Programs and Strategies for Promoting Equity in Vocational Education.

All but two of these publications are now in the ERIC system. Moreover, six booklets were reprinted at least twice during the course of the Project. These two factors testify to the usefulness and timeliness of these materials in offering approaches and solutions to equity issues.

As noted earlier, publications were not the Project's only approach to equity. Several of the resource exchanges, introduced in Year III, focused on the resource and information needs of special populations such as parents and practitioners concerned with special education. Concentrating resources on special populations or offering specialized materials to school practitioners responsible for implementing equity regulations or mandates eased the impact of change in these areas. While school people are often reluctant to change past patterns and practices, like the rest of the human race, they were more willing and receptive when presented with pertinent, readily available and inexpensive materials. The opportunity to interact directly with program developers or resource people or to receive technical assistance in their own school setting further enhanced and accelerated the change process.

These resource exchanges represented a Level III activity as rated in the IPOD dissemination framework. In my opinion, applying this higher level dissemination activity facilitates change and school improvement efforts in all areas.

Working directly with major professional organizations was an overall capacity-building strategy that produced innumerable benefits. This practice was also followed in the area of equity. Organizations that supported equity issues or that were in a position to influence or promote equity on the state level were a particular target for Project activity. These included:

the Governor's Commission on the Status of Women

The Women's Equity Dissemination/Communication Network (Education Development Center)

New England Coalition of Education Leaders

Boston University Training Institute for Sex Equity

Women's Coalition (Massachusetts Teachers Association)

Maintaining close contact with these and similar organizations took several forms. In some instances the Project became an outlet for materials developed by these groups or for exchanging information. Since the Project had more immediate access to resource materials and research from federal or regional sources, information of this type often became the basis for workshops on technical assistance. This networking function not only became a means of communication but also seemed to strengthen the bonds and commitment level for those of us who recognize that achieving educational equity is a long-term process.

Last but by no means least, equity was a consideration in the Project's hiring practices. In general, the Project had an excellent record in hiring male and female contractors that represented a variety of backgrounds and ethnic origins.

In summary, the Massachusetts Dissemination Project can point to many notable achievements in addressing equity issues. For Massachusetts, approaches to equity were a well-organized set of pro-active products and services that not only defined goals but suggested a variety of approaches to accomplish them.

V. Impact of the Massachusetts Dissemination Project on Improvement of Practice at Various Levels of Educational Decision-Making

Budget constraints prevented the Massachusetts Dissemination Project and most other capacity-building projects from collecting direct impact data. Because of the enormity and complexity of the task, the National Testing Service was not able to collect this information either.

There are, however, several indirect, unscientific indicators of successful project impact in Massachusetts. Each are described in the following section.

Institutionalization

Successful institutionalization must be counted as a strong indicator of program impact both at the local level and within the state education agency. At the risk of repeating an earlier section of this report, the Project was very successful in demonstrating that dissemination services are a vitally important and much-needed service in a state department of education. Without client satisfaction and interest, our request for continued, non-NIE funding would have been unsubstantiated and subsequently ignored. Furthermore, the Project's rationale for including dissemination services in the State's block grant (consolidation) funding plan, and the advisory group's approval of it were also strong indicators of successful impact.

In some respects, the Department's interest in institutionalizing the Dissemination Project prompted the decision to reorganize the entire Division of Curriculum and Instruction according to functional, service-oriented rather than administrative areas. The new Bureau of Educational Resources, for example, includes print and non-print resources. Resource banks are now being developed in critical educational areas such as computer literacy, reading, and writing. Budget proposals to put the resource banks on-line are now pending.

These developments, then, are a direct result of the Project's success in convincing decision-makers such as the Board and Commissioner of Education of the educational benefits to be gained from continued, long-term support for dissemination services.

TDR Evaluation (Year II and III)

Since the Project was still in its developmental stage when the evaluation by TDR Associates was conducted, the results offer very limited data on project impact. The study was originally planned as a continuing formative evaluation but a budget reduction in Year IV necessitated cancellation of later stages of the study.

The second TDR report, however, does discuss the progress on the impact of two components of the Project: the Resources for Schools series, and dissemination roles, capabilities, and activities of the Department's regional center staff. The study noted that Project publications demonstrated substantial progress from Year II to Year III, not only in terms of the quality and usefulness of the materials but in the increased involvement and ownership of the publications by other Department units.

The Project also showed progress in the development and use of resource centers and increases in dissemination activities in the regional centers. In particular, the regional linker system progressed from an initial "becoming" stage with low impact to a "developing" stage with moderate impact.

In terms of overall impact, the study concluded that the Resources for Schools series had high impact in terms of recognition and use by superintendents, principals and Department staff. Had the study continued more direct, in-depth impact data would have been available.

Reader Response Cards

Developed and introduced in Year III of the Project, the reader response cards provided valuable although unscientific data about the impact of Project publications. The card, in effect, offered direct client feedback. (See Appendix E)

Responses to question 4 (What did you find useful about this publication?) were universally positive and supportive. Over 99% of the cards returned left question 5 (What didn't you find useful about the publication?) blank. Responses to this question tended to focus more on the layout of the booklet rather than the content itself. Responses to question 6 (Have you used any of the information contained in the publication, and how?) noted that materials had been used for workshops, curriculum development, presentations to the school committee or superintendent, or classroom activities or professional development. Unscientific though this feedback may be, it does offer direct evidence of strong Project impact on the improvement of practice.

Summary

There are several tributes to the impact of Project products and services that go beyond any type of data or analysis.

The demand for Resources for Schools often exceeded the supply. Seventeen of the twenty-six issues in the series were reprinted at least once during the life of the Project. In at least ten cases, issues were reprinted three times. It is important to note that in most cases reprints were funded by other Department units. Most of these materials were used for workshops, conference presentations or mailed upon request.

An interesting tribute to the usefulness and impact of our materials is the different ways in which publications were used. A new videotape presentation developed by the Department's Civil Rights Specialist features Resources for Schools #13: Check It Out: A Guide to Rights and Responsibilities For Massachusetts Students. The tape, Sara the Welder, depicts the obstacles encountered by a female high school student who seeks to enroll in a non-traditional vocational education program. At the premiere, this Project Director was both surprised and proud to see our booklet used as the critical information source. Impact, then, takes a variety of forms !

Massachusetts Educational Television

The Commonwealth of Massachusetts
Department of Education

54 Rindge Avenue Extension Cambridge, MA 02140

VI. Impact Report : Year V

Five different kinds of services are included in this impact report. These are:

I. Individual Requests for Resources or Information
II. Conference Presentations or Displays
III. Promotional Activities --- Newsletter or Journal Articles
IV. Technical Assistance to School District Personnel, State Agency Staff, Professional Associations, others
V. Publication Work

By their very nature, some services generate direct impact data, particularly I, IV and V of the above. For other services such as II and III, it is very difficult to determine direct impact. For these services and for all others except I, it is possible, however, to quantify the actual services provided and, in some cases, estimate indirect impact.

A question mark appears on this form whenever it is impossible to specify direct users. Wherever possible, however, services themselves are quantified. Roman numerals correspond with types of services provided. There is no estimate of the total number of materials distributed during Year V.

National Institute of Education

Regional Program

ANNUAL PROJECT REPORT ON ESTIMATED IMPACT OF PROJECT ACTIVITIES

Title of Project Massachusetts Dissemination Project

Project Director Dr. Cecilia M. DiBella

Date: October 1, 1981 March 31, 1982 (Year V)

INSTRUCTIONS

Column I: Please give your best estimate of the numbers of people in each category who have been direct users of your services in the past year (or three project quarters). A direct user is identified as the person for whom the service was intended. For example, if a principal or school clerk calls with a request for information for a district administrator, the information would be put in the category of "district personnel."

olumn II: Briefly describe the kinds of services that were provided to each group i.e., information packets, workshops, consultations on new programs, etc. Be as specific as your current record keeping will permit.

Please submit these forms to your project officer.

	(Est.)	Kinds of Services Provided
Teachers	325 ? 210 ?	I III (3) IV V
School Bldg. Administrators	1,259 ? ?	I III (4) V (Middle Schools Booklet)
District Personnel	1,372 840 ? 65 ?	I II (Title I, Special Education) III (4) IV (School Business Managers) V (Alternative Ed. Booklet)
Intermediate Unit Personnel	178 ?	I III (Hampshire and Merrimack Collaboratives)
SEA Personnel -Chief and Admin. Staff -Other	? ? 866 ?	I III (22) IV V (Gifted & Talented, Health Ed, and Instructional Video Booklets)
School Boards	-	
State Legislators	-	
Parents	415 ? 50	I III (3) IV
Students	978 395 ? 29 ?	I II III (2) IV V (Peer Counseling Booklet)
Other (Name)		- See attached -

OTHERS	Direct Users	Kinds of Services Provided
Misc.	625	I
Governors Commission on the Status of Women	23	II
Mass. School Counselors Association	425	"
Mass. Energy Conference	195	"
Mass. Personnel & Guidance Association	540	"
Mass. Council for Vocational Education	?	III
Mass. Council of Teachers of English	?	"
Mass. Association for Curriculum Development	?	"
Mass. Council for Social Studies	?	"
Mass. Association for Community Education	?	"
National Basic Skills Consortium	?	"
Mass. Library Association	?	"
Museum of Fine Arts (Educational Department)	16 (?)	IV
Thompson Island Education Center	4 (?)	"
Governor's Advisory Committee on Children and the Family	26	V

Relationship of NIE Priorities to Project Activities

NIE is interested in collecting information (anecdotal or quantitative) on the ways in which our funded projects have made a difference for educational practitioners and decision makers. Please describe any project activities or accomplishments during the past year that relate to the seven priorities below outlined in NIE's authorizing legislation. If there are no activities within any priority category, please leave it blank. Otherwise, describe the activity with a focus on "outcomes" or project contributions toward the priority.

(A) improvement in student achievement in the basic educational skills, including reading and mathematics

The Project provided Technical Assistance to Department Staff in Basic Skills areas, notably listening and speaking on not less than 4 occasions during FY '81. The overwhelming interest in this basic skills area is reflected in the demand for RFS #19: Teaching Listening and Speaking Skills in the Elementary and Secondary School which is now in its second reprinting. This excellent resource guide has been highlighted in several national newsletters. It is one of very few non-commercial publications on this topic.

(B) overcoming problems of finance, productivity, and management in educational institutions;

Four Project publications in FY '81 addressed problems in school management and productivity:

RFS #21: Alternative Public Education
#23: Everyone's Guide to Peer Counseling
#24: Programs and Organizations for Middle Schools
FG: Teacher Stress

Due to high demand two of these guides are now being reprinted. The Teacher Stress booklet has been particularly well received because of the drastic reductions in the teaching force in Massachusetts, totaling over 10,000 unemployed teachers.

(C) improving the ability of schools to meet their responsibilities to provide equal educational opportunities for students of limited English-speaking ability, women, and students who are socially, economically, or educationally disadvantaged;

Presentations to various professional associations including the Governor's Commission on the Status of Women have addressed these issues. Equity in vocational education was a major Department priority in FY '80 resulting in the development of RFS #20: Programs and Strategies for Promoting Equity in Vocational Education which was featured at conferences during FY '81.

(D) preparation of youths and adults for entering and progressing in careers;

(C. above)

(E) overcoming the special problems of the nontraditional student, including the older student (with special consideration for students over the age of 45) the part-time student, and the institution which the student attends:

Public alternative education programs were featured in RFS #21.

(F) encouraging the study of language and cultures and addressing both national and international education concerns; and

(G) improved dissemination of the results of, and knowledge gained from, educational research and development, including assistance to educational agencies and institutions in the application of such results and knowledge.

With the start-up of the Northeast Regional Exchange the Project is now in a better position to receive and disseminate the results of research and development efforts.

Epilogue

For Massachusetts, this Capacity-Building grant set in motion a series of changes that affected the agency's services to and relationship with school practitioners. The Project successfully demonstrated that the agency could play a significant role in helping practitioners improve instruction. Like capacity-building, organizational change is not time-bound but is a long-term effort. This continuing process requires the constant infusion of energy and resources within a broad, unprescribed framework of objectives.

Massachusetts is grateful to the Institute, particularly Regional Programs staff for the financial and programmatic assistance offered by this grant. In the context and tradition of a funding pattern of prescribed federal programs, the Institute had the foresight and courage to initiate a new era in the relationship between state and federal contracts. The Institute recognized that complex educational change cannot be prescribed and the success of the capacity-building approach has not gone unnoticed or unappreciated. The term "capacity-building" no longer requires definition in federal funding announcements or initiatives. Secretary Bell's recent "Technology Initiative" teleconference is a prime example.

The Institute's investment in capacity-building for dissemination services in Massachusetts was a wise and fruitful one. The first round of dividends have reaped excellent returns with the promise of a sound, and continuous future.

APPENDIX A

Project Brochure

Place Stamp Here

Cecilia M. DiBella
Massachusetts Dissemination Project
Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, Massachusetts 02116

For more information:

Massachusetts Dissemination Project

Massachusetts Department of Education

Room 614

31 St. James Avenue
Boston, Massachusetts 02116
Tel. (617) 727-5761

REGIONAL EDUCATION CENTERS:

Greater Boston
54 Rindge Avenue Extension
Cambridge, MA 02140
Tel. (617) 547-7472

Springfield
155 Maple Street
Springfield, MA 01105
Tel. (413) 739-7271

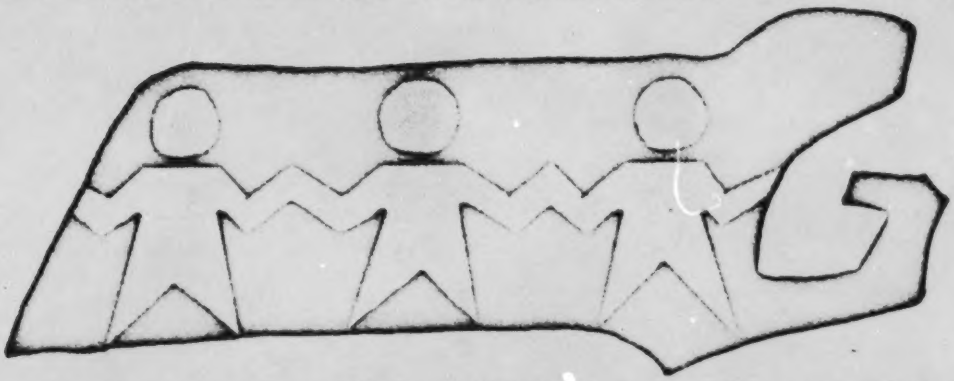
Central Massachusetts
Beaman Street, Route 140
West Boylston, MA 01583
Tel. (617) 835-6267

Northeast
219 North Street
No. Reading, MA 01864
Tel. (617) 727-0600

Southeast
Lakeville State Hospital
Route 105
Lakeville, MA 02346
Tel. (617) 947-3240

Pittsfield
188 South Street
Pittsfield, MA 01201
Tel. (413) 499-0745

Massachusetts Dissemination Project



. . . connecting Massachusetts schools with materials, programs and people.

Looking for new classroom materials? ways to use local resources? field trip sites??? Maybe we can help!!

BACKGROUND

The Massachusetts Dissemination Project is part of an expanding network of state, regional, and national agencies that channel information, materials, and resources into Massachusetts.

GOALS

Funded by the National Institute of Education, the Project seeks:

- **to provide timely information about promising practices and resources for school improvement**
- **to stimulate greater awareness and use of local resources**
- **to encourage and facilitate sharing of information**
- **to strengthen dissemination services of the Department of Education and its six regional education centers**

SERVICES

- ***Resources for Schools, Focus On* and other publications**
- **resource collections in regional education centers**
- **referral to federal, regional, state, and local information organizations**
- **cooperative efforts with Department of Education staff to respond to the information needs of educators**
- **periodic resource exchanges on priority issues facing schools**

Parents and educators seeking new ideas and resources may request:

☐ **A current publications list**
☐ **Information/referral on** _____
☐ **Conference presentation** _____ **Conference display** _____
☐ **Other** _____
_____

Name _____
Affiliation (if any) _____
Address _____
City _____ **State** _____ **Zip** _____
Telephone ( ) _____

APPENDIX B

Needs Assessment Instrument and Results:
Year I

Regional Center _____

Date _____

Part I. User Profile

Directions: Please complete the enclosed survey by completing or checking the appropriate responses. You will note that few narrative answers are requested, though we would be delighted if you would care to add any pertinent comments.

1. Name _____
(Please Print Last First)
2. School District _____
3. Primary area of your responsibility (select one category for yourself):

_____ Classroom Teacher
_____ Principal/Building Administrator
_____ Central Office Administrator
_____ Parent
_____ Non-parent Citizen
_____ Educational Agency Staff
_____ Department Head, Curriculum Specialist
_____ School Committee Member
_____ Other: (please specify).
_____

4. Years of Professional Experience or Service:

Teaching	_____ 1st year	_____ 2 – 5	_____ More than 5
Administrative	_____ 1st year	_____ 2 – 5	_____ More than 5
School Committee	_____ 1st year	_____ 2 – 5	_____ More than 5

5. Highest Degree:

Bachelors _____ Masters _____ Doctorate _____

Major Field _____ _____ _____

6. I am currently:

_____ Enrolled in a Formal Program
_____ Taking Courses at Random
_____ Planning to Take Courses

7. If a parent or non-parent citizen not professionally associated with a school or school district, how active are you in school-related matters, e.g., PTA meetings, volunteer activities, school committee member, etc.

_____ Very Active: volunteer for assignments, spend much time in participating but little in preparation
_____ Very Active: spend much time in participating and reasonable time in preparation
_____ Moderately Active: participate when asked
_____ Relatively Inactive: would do more if time permitted
_____ Not Active at all: would do more if I knew how to easily access relevant information

8. How many magazines/journals do you read in a typical month?

_____ 0 _____ 1 – 5 _____ 6 – 10 _____ over 10

MASSACHUSETTS DISSEMINATION PROJECT
Massachusetts Department of Education
31 St. James Avenue, Boston, MA 02116
(617) 727-5761

Part I. User Profile (continued)

9. How many of the above magazines/journals are related to the field of education?

_____ 0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6

_____ 7 _____ 8 _____ 9 _____ 10 _____ all

10. What are the sources of educational journals and related materials that you read? Using the 10 categories below:

List by number the two sources most frequently used: _____ _____

List by number the two sources least frequently used: _____ _____

1. Personal Subscription
2. Association Membership
3. District-wide Professional Library, Staff Center
4. School Library, Teachers Room, Staff Center
5. Public Library
6. University Library
7. Department of Education Library (including Regional Education Centers)
8. Information Service Center (e.g., IES/MEC)
9. Collaboratives (e.g., EdCo)
10. Other (please specify)

_____

11. Information users have been characterized in a number of ways. Using the 9 categories below:

List by number the two most accurate characterizations of yourself: _____ _____

List by number the two least accurate characterizations of yourself: _____ _____

1. I seek to remain continually updated in my area of competency, e.g., browsing through journals as they come to me.
2. I seek specific information for the immediate task at hand, e.g., planning a lesson, preparing a budget, preparing for a meeting, etc.
3. I seek all pertinent information prior to begining a new task, e.g., a federally funded proposal, a report to a committee.
4. I seek to become familiar with content outside my usual expertise or area of responsibility or seek a new approach to a familiar task.
5. I do random skimming, generally outside my major field of interest.
6. I seek information to evaluate a decision that already had been reached.
7. I seek information to better understand the issues of current interest.
8. I continually seek information on recurrent matters, e.g., collective bargaining, lesson planning, state reporting, legislation, the parent's role in education.
9. Other (please specify)

12. What, in your opinion, are the two least understood issues in education today?

1. Generally _____

_____

2. In your district _____

_____

Instructions for Part II

This section of the survey is designed to assess your informational needs in two general categories: programs and school management. Please complete each category as follows:

Column 1 - "Topics on which Information is Needed"
Select up to three topics in each category on which you need information. Indicate the extent of this need by entering one of the following numbers on the line preceding each topic of selection:

1 If the need is recurrent and directly related to your role in education,

2 If the need is occasional and high priority,

3 If the need is current (new) but probably of short duration,

4 If the need is recurrent and related to personal development, and

5 If the need is recurrent, directly related to your role in education and of high priority but unaddressed because of the difficulty of assessing information.

Column 2 - "Grade-Level"
In this column enter, if appropriate, the specific grade level or levels that you would like the information to address. If not applicable, enter NA.

Column 3 - "Specific Concerns about the Topics"
For each topic selected, please identify your specific information needs; e.g., if you selected "Special Education" your specific information needs might be learning disabilities, mainstreaming, Core evaluation teams, etc. Similarly, if you selected reading you might, for example, enter basic skills, phonetics, etc.

Column 4 - "Purposes for which I Seek Information"
For each topic you selected, check up to three purposes most descriptive of your reasons for wanting the information.

PART II. INFORMATION NEEDS SURVEY

General Topics on Which Information Is Needed	Grade-Level	Specific Concerns About the Topics	Purposes for Which I Seek Information (select up to 3 for each topic)										
			Better Understand Issues	Program Development	Staff Development	Program Planning and Budgeting	Proposal Development	Curriculum Development	Program Evaluation	Staff Evaluation	Personal Development	College, Grad. School Course Work	Other (Please specify)
Programs													
— Special Education													
— Career/Occupational Education													
— Open Education													
— Bilingual Education													
— Physical Education													
— Early Childhood Education													
— Community Education													
— Reading													
— Mathematics													
— Social Studies													
— Science													
— Art													
— Music													
— Magnet Programs													
— Minimum Competencies/Standards													
— Other (please specify)													
—													

PART II. INFORMATION NEEDS SURVEY (Concluded)

General Topics on Which Information Is Needed	Grade-Level	Specific Concerns About the Topics	Purposes for Which I Seek Information (select up to 3 for each topic)										
			Better Understand Issues	Program Development	Staff Development	Program Planning and Budgeting	Proposal Development	Curriculum Development	Program Evaluation	Staff Evaluation	Personal Development	College, Grad. School Course Work	Other (Please specify)
School Management													
— Accountability													
— Administrative Planning													
— Program Management and Evaluation													
— Budget Preparation/Reporting													
— Classroom Management													
— Collective Bargaining													
— School Finance													
— Alternative Learning Environments													
— Alternative Uses of School Buildings													
— Implications of Enrollment Trends													
— State and Federal Regulations and Legislation													
— Parent Involvement													
— Student Involvement													
— Proposal Preparation													
— Other (please specify)													
—													

PREFERENCES FOR RECEIVING INFORMATION

Listed below in Part A are possible ways that can be used in disseminating information. Please review them and then complete Part B.

A. "Shopping List"

1. Booklets, Brochures
2. Audio-Visual Materials (Videotapes, Cable-TV, Educational TV Programs, Slide-Tapes, Audio-Tapes, etc.)
3. Parent, Teacher, Student or Administrator Handbooks or Guides
4. State or Regional Conferences, Educational Fairs, Training or Awareness Workshops
5. Pre-Packaged In-Service Training Materials
6. Compendium of Index of Curricula in Massachusetts
7. Information Packages Developed from a Search of Available Materials and Articles
8. State or Regional Human Resource File
9. Catalogue of Promising Educational Practices or Validated Projects in Massachusetts
10. Schedule of On-Site Demonstrations of Exemplary Programs
11. Guide to State Program Funds
12. Monthly Newsletter (Regional or Statewide)
13. "800" Hot Line for Information
14. Analyses of School District Budget or Enrollment Data
15. Other (please specify): _____

B. Your Preferences By Topic

In the spaces below, please (1) enter on the left the six topics you previously identified on the charts, e.g., 1. Special Education, 2. Accountability, 3. Classroom Management, etc. (2) Opposite each topic, enter in sequence the numbers from the "Shopping List" most descriptive of your preference for receiving information. If, for example, you enter Special Education under Topics, you may wish to receive

- first, some booklets or brochures,
- second, monthly newsletters, and
- third, a schedule of on-site demonstrations of exemplary programs.

You would select the appropriate numbers from the "Shopping List" and your completed entry would appear as follows:

1	Special Education	1	12	10

Topics		Preferences		
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

MASSACHUSETTS DISSEMINATION PROJECT

SUMMARY OF INFORMATION SURVEY

OF THE

REGIONAL INFORMATION USER BOARDS

SECTION I: PROGRAM NEEDS

Issue	Particular Concern	User Purpose	Resource Preferences
Special Education	Core Evaluation Information Chapter 766 Funding Legal Assistance in Appeals Exemplary Program Information Programs for Language Impaired Identification of Needs Initiating Delivery of Services Mainstreaming Community and Parent Awareness in Mainstreaming Program Audit and Assistance Mainstreaming in Occupational Education Roles of Special Education Personnel	Staff Development Program Evaluation Understanding the Issue	Non-Print Materials On-Site Demonstrations Fairs and Workshops Resource Files--(Programs and People
Occupational Education	Career Information for Students What to do after High School Economics and Relevancy of Innovation Difference between Career and Occupational Education Involvement of Collaboratives Available Programs Exemplary Programs Expanding Program Options for Students Integrating Curriculum	Curriculum Development Understanding the Issue	Print Materials Audio-Visual Materials

Issue	Particular Concern	User Purpose	Resource Preferences
Minimum High School Competencies/Standards	How Standards are Set Current Standards and Policies National and Local Goals for Age Groups Access to Available Programs Dealing with Individual Needs Need for Evaluative Instrument Development of Sensible Standards Correct Age for Initial Assessment	Understanding the Issue Curriculum Development	Print Materials Information Packages Booklets
SECTION II: SCHOOL MANAGEMENT NEEDS			
Program Management and Evaluation	Determination of and Response to Identified Needs Improving the Effectiveness of Title I Programs Effective Procedures Role of School Committee Member Student Involvement in Evaluation Analyzing Programs and Teachers	Program Evaluation Understanding the Issue	Print and Non-Print Materials Booklets Information Packages Fairs and Workshops
Alternative Uses of School Buildings	Uses During Off-Hours and Summers Declining Enrollments and Need for Expansion of Occupational Education Little Information Available	Understanding the Issue	Print Materials Information Packages Booklets
Proposal Preparation	How to Prepare Federal and State Proposals Where to Find Funds to Increase Staff to Meet Student Needs	Proposal Development Curriculum Development	Print Materials Funding Guide Information Packages

Issue	Particular Concern	User Purpose	Resource Preferences
Alternative Learning Environments/Open Education	Community Resources Community Involvement Program Evaluation Legal Responsibilities Helping non-766 Students Who Don't Like School Learner Gains vs. Cost Opportunities for Special Needs Students Creating, Maintaining and Encouraging Alternative Environments	Understanding the Issue	Print Materials Information Packages Booklets
State and Federal Regulations	Continuous Information on New Legislation Implications of PL 94-142 (Federal Ch. 766) General Information Proposal Writing Compliance Guidelines Timeliness of Change and Clarity of Intent Obtaining Support without Losing Autonomy	Understanding the Issue Program Evaluation	Print Materials Newsletter Booklets "800" Line

APPENDIX C

Reader Response Card

FROM: _____

_____

_____

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO.4310 BOSTON,MA

POSTAGE WILL BE PAID BY ADRESSEE

MASSACHUSETTS DISSEMINATION PROJECT

Massachusetts Department of Education
Room 614
31 St.James Avenue
Boston,Massachusetts 02116

RESOURCES FOR SCHOOLS FEEDBACK

Please take a minute to tell us what you think about Resources For Schools #_____(specify number). Your comments will help us improve future editions in the Resources For Schools series.

1) *What is your role in education? check one: teacher___, parent___, administrator___, student___, other_____(please specify).*

2) *How did you receive this publication? check one: in the mail (unrequested)___, borrowed from a colleague___, picked up at the Department of Education central___, or regional___office, requested from the Dissemination Project___, other _____(please specify)*

3) *If you requested this publication, why did you request it?_____*

_____Did it meet your needs?_____

4) *What did you find useful about the publication?_____*

_____

5) *What didn't you find useful about the publication?_____*

_____

6) *Have you used any of the information contained in the publication?_____If so, how?_____*

_____

_____

7) *Have you any suggestions for future Resources For Schools topics?_____*

_____

8) *Other comments:_____*

_____

APPENDIX D

Project Abstracts, Year I - V

ABSTRACT

FY' 77 PROJECT

Massachusetts currently possesses a rich natural system of dissemination resources for elementary and secondary education. To date, however, the various dissemination agencies and organizational structures engaging in dissemination activities have operated with a great deal of autonomy. Furthermore, the availability to local education agencies of quality technical assistance in dissemination is currently largely a function of geography and personal contacts. The coordination required to establish a statewide network responsive to local needs, while integrating statewide concerns, is the focus of this proposal.

The approach described in this proposal is one which draws upon the existing resources in the system and builds upon them. Because of the individual contributions available, the proposed approach intends to create a viable system whereby users influence the nature of dissemination products and delivery, and the state education agency facilitates such delivery by capitalizing on current organizational features necessary to structure an interrelated delivery network.

The procedures to be undertaken will be based on a three year developmental approach and will include: organizing users and assessing informational needs, compiling responsive data banks providing personal and impersonal resources, instituting linkage structures and establishing management systems for adoption, diffusion and feedback of information.

On the basis of the procedures to be adopted, the state will be able to accomplish simultaneously two major objectives: to make the state education agency a facilitator of knowledge availability and repository of interrelated data resources and to make local education agencies self-sustaining service agents as well as primary determinants of the nature, direction and delivery of local and state dissemination activities.

ABSTRACT

FY'78 PROJECT

The first year of the Massachusetts Dissemination Project focused on organizing information users, assessing their needs and developing products and services in response to those needs. An important finding showed that information about priority needs is not compiled, organized or coordinated with the result that users are unable to find the information they need to know. A major part of the second year is devoted to this task.

The overarching deficiency in current dissemination efforts however, is the absence of a service-delivery mechanism to coordinate and equalize access to the wealth of resources in the state. This project seeks to equalize awareness of, access to and availability of educational resources by building the capacity of the Regional Centers to connect clients to resources. During the first year of the Project, literature searches were made available to clients through the Regional Centers. During the second year, Regional Center capacity will be increased by systematically organizing information about resources and by developing service-delivery systems.

Client groups, users of information, will continue to influence the nature and delivery of information services and products developed by the Project through their active participation on regional and state boards and in target groups. In particular, state-wide professional organizations will play a larger role in dissemination activities. Existing channels of communication will be maximized to more effectively link service providers and resources with client groups. Concerted efforts will be made to reach groups who are not being serviced by current dissemination efforts.

Overall, the Project will facilitate closer collaboration, coordination and interaction between clients and service providers.

ABSTRACT

FY '79 Project

The first and second years of the Massachusetts Dissemination Project focused on organizing information users in the state, assessing information needs, developing products and services, coordinating access to resources and connecting practitioners with new and existing resources, materials, and services in the state and across the country. The Project developed tangible, practitioner-oriented products in response to these needs. These products in turn have stimulated tremendous interest in dissemination/information as a major service and function of the state education agency. Moreover, the Project's Resources for Schools series has generated widespread interest in the materials and services available from the Department and dissemination agencies in the state, to school district staff, parents and students.

Evaluation data point to the Project's strengths and weaknesses in its capacity-building endeavors in FY '78. Product development efforts and activities connecting practitioners and parents with the state's rich resources were noted as the Project's major strengths. Data from a staff survey indicate two areas for attention for FY '79: promoting personal contacts or program sharing workshops between local school district personnel, and providing training for Department staff in dissemination strategies and techniques. A series of "Resource Exchanges" to be conducted in the Department's regional centers during FY '79 will focus on the first area, and workshops for Department staff will address the second area. These two activities will upgrade the level of dissemination effort and will improve the flow of information and dissemination services in the state. These two tasks represent new efforts during FY '79 in addition to continued expansion of the resource base.

Overall, Year III efforts will build upon activities and tasks initiated in Years I and II -- a direct consequence, if not reflection, of the very nature of capacity-building. The FY '79 goals and objectives of the Massachusetts Dissemination Project represent the third stage of a developmental effort that will lead toward integrating the dissemination function into on-going Department activities and responsibilities.

ABSTRACT

FY'80 PROJECT

Research findings consistently emphasize that change is dependent on internal factors and decisions rather than external stimuli. This delicate balance between internal and external dynamics is a critical ingredient in achieving an institutionalized dissemination capacity, particularly in light of the fiscal crises confronting state education agencies across the country. The strategy pursued by the Massachusetts Dissemination Project during its first two and one-half year existence featured a sequence of activities that organized information users; assessed needs, developed and disseminated products and services; increased regional center resources and services, trained staff and collaborated with professional associations, Department units, and regional and national dissemination agencies. Through these activities, some of which are highly visible and directly impact on practitioners, and others which are developmental in nature, the Project built tangible products, credibility, and capacity. Overall, the Project demonstrated what dissemination is, although showing the "how" or exploring the "why" was not possible. During FY'80 the Project will devote attention to this important area.

Data from the evaluation survey conducted in early 1979 strongly showed that both practitioners and administrators found Project materials "useful, relevant, and of high quality". Moreover, most school administrators sampled were willing to purchase Project materials if necessary (or legal) in order to receive them. These findings support highly positive feedback data from the Project's reader response cards. During Year IV, the Project will again expand the resource base by developing new issues in the Resources for Schools series and by enhancing the regional resource banks. However, the Project will also address new areas such as resource utilization and dissemination techniques ---the "why's" and "how's" of dissemination that ultimately affect long-term capacity. The development of a technical assistance team for both central and regional staff will allow Project staff to share expertise acquired from our earlier experiences.

Year IV will also mark the beginning of the institutionalization phase of the Project. Efforts to date have laid a solid foundation of credibility and support upon which to build. However, the constantly shifting dynamics of the state's fiscal condition require careful scrutiny of the options and constraints facing institutionalization. Overall, Year IV tasks and objectives, like their predecessors reflect the inter-connected, overlapping and counteracting forces involved in capacity-building, and educational improvement.

ABSTRACT

FY'81 PROJECT

Capacity-building and organizational development are closely related. At no time has this relationship been more evident than the final stages of the Massachusetts Dissemination Project. Activities during the Project's first three years concentrated on highly visible products and services that both impacted directly on practitioners and built a substantial base of support and credibility. During FY'80 product development work was supplemented by a technical assistance component that addressed resource needs of regional center staff. This service component was not only a way to increase the Project's visibility and responsiveness, it represented a contribution toward improving staff capability through the use of dissemination techniques.

During FY'81 the Project will consciously reduce its previous emphasis on product development and expand its technical assistance role. However, this goal will be pursued for a different purpose and in a different way. Institutionalization means finding financial support and an organizational home for the Project. Technical assistance efforts during FY'81 will be closely linked to institutionalization. Hence, Project services in this area will serve two functions: as a response to the resource needs of the Department's divisional priorities, and as a experiment in various organizational placements. The end result of these efforts will be the adoption or institutionalization of the Project during FY'82. Results of the design/feasibility study for establishing an ongoing dissemination services function suggested a program division as an optimal placement. The scheduled reorganization of the Division of Curriculum and Instruction during 1980-81 matches this timetable.

Feedback from the Resources for Schools and Focus On: mini-series, and the Project's resource exchanges, conference displays and presentations demonstrate strong approval for the Project's efforts to date. This wealth of support has also created a demand for continuation of these services. This capacity-building grant has allowed the Project to flourish; more importantly, it has enabled the agency to rethink its service orientation in accordance with the principles and practices of dissemination.

APPENDIX E

Project Work Plans, Year I - V*

*Submitted with each proposal, minor modifications noted in quarterly reports

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street
Boston, 02111

OFFICE OF THE COMMISSIONER

Massachusetts Dissemination Project

First Year Work Plan

Tasks		Activities
I.	Develop Regional Center Dissemination Capacity	A. Staff Orientation and Training
		B. Develop and Operationalize School Service Teams
		C. Develop Regional Center Communications Network
		**********
II.	Organize Information Users	A. Establish 6 Regional User-Boards
		B. Develop Needs Assessment Instrument
		C. Establish State-Wide User Board
		D. Conduct Meetings with User Boards
		E. Assess Information Needs of Users
		F. Identify Local "Gate-Keepers"
		**********
III.	Analyze Current Information Needs of Regional and State Wide Users	A. Synthesize Common Needs
		B. Identify Common Topics
		C. Establish User File
		D. Develop Strategy to Provide Responsive Service
		**********
IV.	Develop Data Base and Responsive Information Services and Products	A. Analyze and Index User Needs by Topics
		B. Commence Integration of Data Bases
		C. Implement Services

MASSACHUSETTS DISSEMINATION PROJECT

Second Year Work Plan

Major Goals: (1) Coordinate activities and resources of the "natural dissemination system" in Massachusetts to provide products and services that will meet the needs and interests specified by user groups.

(2) Facilitate the interaction between information users and service providers.

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
I. Build Regional Center Capacity in Five Areas: Special Education, Occupational Education, Staff Development, Minimum High School Competencies, School Management	A. Organize information about available resources	1. Build Resource Files: Human, Program, Materials	⊢——————————⊣
		2. Train Regional Center Staff in Use of Products	⊢ ⊢ ⊢ ⊢
I.	B. Design and Pilot Test Delivery System in Two Regional Centers	1. Identify Staff Needed for Information Dissemination Team in all Program Areas	⊢
		2. Assess Impact of Current Procedures	⊢—⊣
		3. Isolate High-Priority Needs and Develop Operational Procedures to Facilitate Access to Resources	⊢————————⊣
		4. Train Staff and Orient User Group	⊢—⊣

MASSACHUSETTS DISSEMINATION PROJECT

Second Year Work Plan

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
II. Develop and Implement Strategy to Connect Users with Resources (Network Building)	C. Utilize State-User Board to Facilitate Awareness of and Access to Service Providers and Resources	1. Dissminate Materials and Resources Developed in Year 1	
		2. Determine Response to Needed Resources	
II.	D. Utilize Professional Organizations to Disseminate Information on Materials and Products and Services	1. Identify, Compile and Publish Annual Calendar of Major Conferences, and Publication	
		2. Disseminate Calender to Service Providers	
		3. Prepare Information on Available Materials, and Services for Dissemination at Conferences and in Publications	

MASSACHUSETTS DISSEMINATION PROJECT

Second Year Work Plan

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
III. Disseminate Information and Resources to Target Groups (School Committee Members, Students, Teachers, Title I) and User Boards	E. Assess the Needs and Develop Appropriate Services and Products for Selected Groups and Regional User Boards	1. Disseminate Year 1 Products to Target Groups	———
		2. Conduct Informal Needs Surveys	———
		3. Based on Results of E.2 Develop Appropriate Products and Services	———————
		4. Disseminate Information about Services and Products to Regional Centers and User Groups	———————
IV. Evaluate Products and Services of Year 1 and 2	F. Design and Conduct Evaluation	1. Review Instruments Developed by Other Capacity-Building Projects	———
		2. Develop RFP for Evaluation	———
		3. Select Contractor	———
		4. Conduct Evaluation	———————
		5. Review Results and Develop Year 3 Objectives	———

MASSACHUSETTS DISSEMINATION PROJECT

Third Year Work Plan

Major Goals: (1) Coordinate resources to enhance the expertise of educational practitioners.

(2) Strengthen the dissemination skills of the Department to stimulate educational improvement.

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
I. Increase Regional and Central Office Dissemination Capacity By the Development of Products and Services in Six Areas: Adult Education, Gifted and Talented, Environmental Education, Guidance and Counseling, In-Service Education, and Related Education Agencies	A. Organize information about available resources on the national, state or local levels	1. Build Resource Files of People, Programs, and Materials	
		2. Publish Files in the Resources for Schools Series	
		3. Expand Microfiche File of Resources for Schools Materials	
I.	B. Design and Conduct (6) Regional and/or State-Wide Information/Resource Exchanges	1. Select High-Interest Programs and Issues in Regions from Year II Products	
		2. Identify Department and/or Organizational Co-Sponsors for Exchanges	
		3. Plan and Conduct Workshops/ Exchanges (6)	
		4. Evaluate	

MASSACHUSETTS DISSEMINATION PROJECT

Third Year Work Plan

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
I.	C. Expand/Develop and Utilize Resource and Information Banks in Regional Centers	1. Share Information about Resource Banks Developed During Year II in Pittsfield and Northeast Regional Education Center	⊢—
		2. Build Files in Two Additional Centers	⊢———
		3. Combine Files Where Appropriate	⊢—
II. Enhance Delivery of Educational Services by Upgrading Skills of Department Staff	D. Design, Plan and Conduct Training for Department Staff in Dissemination Skills	1. Analyze Data from Staff Survey/ Assess Current Capability	⊢—
		2. Conduct Seminar with Department Managers	⊢
		3. Define Training Goals for Target Groups	⊢—
		4. Review Available Training Resources	⊢—
		5. Select Trainer(s)	⊢—
		6. Conduct and Evaluate Workshops	⊢———
		7. Develop Print Materials Where Appropriate	⊢— ⊢—

MASSACHUSETTS DISSEMINATION PROJECT

Third Year Work Plan

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
III. Disseminate Information and Resources to Target Groups, State Advisory Board and Professional Organizations	E. Utilize Existing Information Channels to Disseminate Year II Products and Materials	1. Review/Revise/Reprint Calendar if appropriate	⊢⊣
		2. Announce Year II Products	⊢⊣
		3. Disseminate Year II Products	⊢⊣
		4. Conduct Informal Needs Survey	⊢⊣
		5. Determine Needed Response	⊢——⊣
IV. Evaluate Products and Services of Years II and III	F. Design Follow-up Evaluation for Year III	1. Develop RFP	⊢⊣
		2. Select Contractor	⊢⊣
		3. Conduct Evaluation	⊢——⊣
		4. Review Results and Develop Year IV Objectives	⊢⊣

MASSACHUSETTS DISSEMINATION PROJECT

FY'80 WORK PLAN

Major Goals: (1) Coordinate state, regional and federal resources to enhance the expertise of educational practitioners, parents, and students.

(2) Strengthen the dissemination skills of Department staff to stimulate educational improvement.

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
I. Increase State Dissemination Capacity by Developing Products and Services In Response to the Needs and Priorities of Practitioners, Parents, and Students in Areas Such as ①Title I, ②Staff Development, ③Alternative Public Education, ~~④Teacher Evaluation~~ and ④Basic Skills Improvement (L+S)	A. Organize and/or coordinate existing information, resources, and materials from local, regional, state, or national sources or the Regional Exchange	1. Expand Resource and/or Microfiche Files of People, Programs, and Materials	———
		2. Publish Files in Resources for Schools Series or Other Appropriate Format	———
	B. Design and Conduct 6 Regional, State-Wide, or District-Level Resource or Skills Exchanges	1. Select High-Interest Topics and Issues From Year III Products or Year IV Needs	⊢ ⊢
		2. Inventory Current Resources and Services Related to B (1)	⊢ ⊢
		3. Obtain Co-Sponsors for Exchanges Where Appropriate	⊢ ⊢
		4. Conduct Exchanges	⊢ ⊢ ⊢
		5. Evaluate	⊢ ⊢ ⊢

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MASSACHUSETTS DISSEMINATION PROJECT

FY'80 WORK PLAN

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
I.	C. Expand/Develop Resource/Information Files and Banks in Regional Centers	1. Inventory and Share Information About Files and Banks Developed During Year II and III	
		2. Develop Catalogue of Holdings for Each Center	
		3. Build File in Springfield Regional Center	
		4. Combine Files Where Appropriate	
II. Stimulate Awareness of Resource Base and Increase Utilization of Resources and Dissemination Services	D. Develop Appropriate Awareness Materials and/or Training Sessions to Stimulate Resource Utilization	1. Determine 3 Target Groups	
		2. Identify Current Materials	
		3. Adapt or Design New Materials Where Appropriate	
		4. Print Materials	
		5. Conduct Sessions and/or Distribute Materials	
		6. Evaluate	
	E. Design and Implement Regional and Generalized Technical Assistance Component of Massachusetts Dissemination Project	1. Identify Needs Related to Objective II	
		2. Assign Appropriate Staff	
		3. Plan Technical Assistance Activities in Conjunction with D (1)	
		4. Conduct On-site Mini-Lessons With Regional Staff	
		5. Evaluate	

AMENDED 9/4/79

MASSACHUSETTS DISSEMINATION PROJECT

FY'80 WORK PLAN

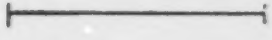
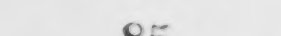
OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
III. Begin Institutionalization of Project Activities	F. Conduct Feasibility/Design Study of Dissemination Services in Department of Education	1. Review Dissemination Plans of other SEAs	⊢
		2. Select Consultant as Needed	⊢
		3. Develop Plan	⊢
		4. Present Recommendations/ Options to Department	⊢
IV. Disseminate Information and Resources to Target Groups and Professional Associations	G. Promote Use of Services and Resources to Target Groups and Professional Associations	1. Disseminate Year III Products	⊢——
		2. Conduct Awareness Sessions at Professional Meetings	⊢————
		3. Determine FY'81 Needs	⊢

MASSACHUSETTS DISSEMINATION PROJECT

FY'81 WORK PLAN

Major Goals: (1) Coordinate local, state, regional, and federal resources to enhance the expertise of practitioners, parents, and students.

(2) Strengthen Deaprtment services by applying the principles of dissemination for educational improvement.

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
I. Increase State Capacity by Developing Products and Services in Response to Current Needs of Practitioners, Parents, and Students in Areas Such as Basic Skills Improvement, Early Childhood Education, Community Education, and Early Adolescent Education	A. Identify, organize, and/or coordinate existing programs or resources from local, regional, state, or national sources.	1. Expand Resource and/or Microfiche Files of People, Programs, and Materials.	
		2. Publish Files in Resources for Schools, Focus On: or Other Appropriate Format	
	B. Design and Conduct 6 Regional or State-Wide Resource or Skills Exchanges	1. Select High Interest Topics from Year IV Products or Year V Needs	
		2. Inventory Existing Resources and Services Related to B (1)	
		3. Obtain Co-Sponsors	
		4. Conduct Exchanges	
	C. Assist Department Units Develop Specialized Regional Resource Banks for Basic Skills and Community Education.	1. Share Pertinent Project Experiences	
		2. Identify Resources/ Materials	
		3. Provide technical/assistance in resource bank development	

MASSACHUSETTS DISSEMINATION PROJECT

FY'81 WORK PLAN

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
II. Promote Use of the Principles of Dissemination in Department	D. Expand Technical Assistance Component to Central Office Managers, Particularly Basic Skills Staff	1. Identify Needs Related to Issues in Objective I or Department Managers	⊢⊣
		2. Identify Resources	⊢———
		3. Plan Services	⊢⊣ ⊢⊣ ⊢⊣
		4. Conduct Appropriate Services or Develop Products	⊢———
		5. Evaluate	⊢⊣
III. Disseminate Information and Resources at Professional Meetings	E. Promote Use of Project Services to Professional Groups and Department Staff	1. Disseminate Year IV Products	⊢———
		2. Distribute Project Brochures	⊢———
		3. Respond to Requests	⊢———
		4. Make Presentations/ Arrange Displays at Professional Meetings	⊢⊣ ⊢⊣ ⊢⊣

MASSACHUSETTS DISSEMINATION PROJECT

FY'81 WORK PLAN

OBJECTIVE	TASK	ACTIVITIES	SCHEDULE O N D J F M A M J J A S
IV. Institutionalize Project	F. Participate in Reorganization of the Division of Curriculum and Instruction Division	1. Survey Other SEAs for Relevant Materials	
		2. Develop Plan for Integrating Dissemination into Curriculum and Instruction Division	
	G. Manager Transfer from NIE to Non-NIE Support	1. Identify Financial Needs	
		2. Identify Resources	
		3. Transfer Staff Positions	
	H. Complete Federal Close-Out Requirements	1. Determine Requirements	
		2. Fulfill Requirements	
		3. Project Termination	

APPENDIX F

Approved Project Budget Summaries, Year I - V*

*Minor budget amendments not included

GRANTEE ORGANIZATION

PROJECT DIRECTOR

Dr. Richard Gilman

GRANT NO.

NIE-G-76-0058

BUDGET PERIOD		TOTAL PROJECT PERIOD	
FROM	TO	FROM	TO
Sept. 30, .976	Sept. 29, 1977	Sept. 30, 1976	Sept. 29, 1977

SECTION I. APPROVED BUDGET *(This Period)*

CATEGORY			COST
1. PERSONNEL			$ 27,000.00
2. CONSULTANT FEES			0
3. FRINGE BENEFITS			0
4. TRAVEL	A. DOMESTIC	$ 1,500.00	
	B. FOREIGN	$	1,500.00
5. EQUIPMENT			0
6. SUPPLIES & MATERIALS			1,000.00
7. COMMUNICATIONS			1,000.00
8. SERVICES *(Specify in "Remarks", below)*			2,500.00
9. OTHER *(Specify in "Remarks", below.)*			60,500.00
10.		SUBTOTAL DIRECT COSTS	$ 93,500.00
11. INDIRECT COSTS N/A % OF _____			
12.		TOTAL COSTS	$

13. REMARKS

8. Services: Prototypic Searches $2,500.00

9. Other: Subcontracts:

Mitre Corporation	$22,500.00
IES	11,700.00
Network	6,800.00
Marrimack	14,500.00
CEDIS	5,000.00
TOTAL:	$60,500.00

SECTION II. AWARD COMPUTATION

1. TOTAL APPROVED FEDERAL BUDGET	$ 93. 500.00
2. LESS CARRIED OVER UNOBLIGATED BALANCE FROM PRIOR BUDGET PERIODS	$ 0
3. AMOUNT PREVIOUSLY APPROVED THIS FUNDING PERIOD	$ 0
4. AMOUNT OF THIS AWARD	$ 93,500.00
5. TOTAL NONFEDERAL PARTICIPATION	$ 48,400.00

NIE FORM 40, 3 74

1. GRANTEE E

Massachusetts Department of Education

PROJECT DIRECTOR: Dr. Cecelia DiBella

GRANT NO.: NIE-G-76-0058

BUDGET PERIOD		TOTAL PROJECT PERIOD	
FROM	TO	FROM	TO
September 30, 1977	September 29, 1978	September 30, 1976	September 29, 1978

SECTION I. APPROVED BUDGET *(This Period)*

CATEGORY			COST
1. PERSONNEL			$ 29,000.00
2. CONSULTANT FEES			5,000.00
3. FRINGE BENEFITS	17.95%		5,206.00
4. TRAVEL	A. DOMESTIC	$ 3,500.00	
	B. FOREIGN	$	3,500.00
5. EQUIPMENT			-0-
6. SUPPLIES & MATERIALS			5,000.00
7. COMMUNICATIONS			-0-
8. SERVICES *(Specify in "Remarks", below)*			-0-
9. OTHER *(Specify in "Remarks", below)*			60,000.00
		SUBTOTAL DIRECT COSTS	$ 107,706.00
11. INDIRECT COSTS 14.16 % OF S&W			4,106.00
12.		TOTAL COSTS	$ 111,812.00

13. REMARKS

9. Other

Temporary Staff Assistant/Director	$8,000.00
File Development	20,000.00
Regional Center Staff and Support	24,000.00
Data Processing	3,000.00
Services by Dissemination Agencies	5,000.00
	$60,000.00

SECTION II. AWARD COMPUTATION

1. TOTAL APPROVED FEDERAL BUDGET	$ 203,552.00
2. LESS CARRIED OVER UNOBLIGATED BALANCE FROM PRIOR BUDGET PERIODS	$ 2,300.00
3. AMOUNT PREVIOUSLY APPROVED THIS BUDGET PERIOD	$ 540.00
4. AMOUNT OF THIS AWARD	$ 109,512.00
TOTAL NONFEDERAL PARTICIPATION	$ 103,500.00

NIE FORM 40, 1-74 1. GRANTEE, G. C.

GRANTEE ORGANIZATION

Massachusetts Department of Education

PROJECT DIRECTOR

Dr. Cecelia DiBella

GRANT NO.

NIE-G-76-0058

BUDGET PERIOD		TOTAL PROJECT PERIOD	
FROM 09/30/73	TO 09/29/79	FROM 09/30/76	TO 09/29/79

SECTION I. APPROVED BUDGET *(This Period)*

CATEGORY			COST
1. PERSONNEL			$ 30,600.00
2. CONSULTANT FEES			-0-
3. FRINGE BENEFITS			7,344.00
4. TRAVEL	A. DOMESTIC	$ 3,200.00	
	B. FOREIGN	$	3,200.00
5. EQUIPMENT			-0-
6. SUPPLIES & MATERIALS			6,500.00
7. COMMUNICATIONS			-0-
8. SERVICES *(Specify in "Remarks", below)*			-0-
9. OTHER *(Specify in "Remarks", below.)*			58,100.00
10.		SUBTOTAL DIRECT COSTS	$ 105,744.00
11. INDIRECT COSTS 4.39 % OF TDC - FB			4,320.00
12.		TOTAL COSTS	$ 110,064.00

13. REMARKS

9. Other

Class H Expenses:

Staff coordinator	--	$12,000.00
Fill Development	--	16,000.00
Regional Center	--	18,000.00
Training	--	5,000.00
Resource Exchanges	--	2,100.00
Evaluation	--	5,000.00
		$58,100.00

SECTION II. AWARD COMPUTATION

1. TOTAL APPROVED FEDERAL BUDGET	$ 310,116.00
2. LESS CARRIED OVER UNOBLIGATED BALANCE FROM PRIOR BUDGET PERIODS	$ 3,500.00
3. AMOUNT PREVIOUSLY APPROVED THIS FUNDING PERIOD	$ -0-
4. AMOUNT OF THIS AWARD	$ 106,564.00
5. TOTAL NONFEDERAL PARTICIPATION	$ 107,450.00

GRANTEE ORGANIZATION	Page 2 of 2
State of Massachusetts, Department of Education	
PROJECT DIRECTOR	GRANT NO.
Dr. Cecilia M. DiBella	NIE-G-76-0058

BUDGET PERIOD		TOTAL PROJECT PERIOD	
FROM 09/30/79	TO 09/29/80	FROM 09/30/76	TO 09/29/80

SECTION I. APPROVED BUDGET *(This Period)*

CATEGORY			COST
1. PERSONNEL			$ 47,418.00
2. CONSULTANT FEES			14,000.00
3. FRINGE BENEFITS			11,380.00
4. TRAVEL	A. DOMESTIC	$ 3,000.00	3,000.00
	B. FOREIGN	$ -0-	
5. EQUIPMENT			-0-
6. SUPPLIES & MATERIALS			4,000.00
7. COMMUNICATIONS			-0-
8. SERVICES *(Specify in "Remarks", below)*			-0-
9. OTHER *(Specify in "Remarks", below.)*			22,400.00
10.		SUBTOTAL DIRECT COSTS	$ 102,198.00
11. INDIRECT COSTS 4.4 % OF T.D.C.			4,497.00
12.		TOTAL COSTS	$ 106,695.00

13. REMARKS

SECTION II. AWARD COMPUTATION

1. TOTAL APPROVED FEDERAL BUDGET	$ 410,116.00
2. LESS CARRIED OVER UNOBLIGATED BALANCE FROM PRIOR BUDGET PERIODS	$ -0-
3. AMOUNT PREVIOUSLY APPROVED THIS FUNDING PERIOD	$ -0-
4. AMOUNT OF THIS AWARD	$ 100,000.00
5. TOTAL NONFEDERAL PARTICIPATION	$ 94,300.00

GRANTEE ORGANIZATION

State of Massachusetts - Department of Education

PROJECT DIRECTOR

Dr. Cecilia M. DiBella

GRANT NO.

NIE-G-76-0058

BUDGET PERIOD		TOTAL PROJECT PERIOD	
FROM	TO	FROM	TO
9/30/80	9/29/81	9/30/76	9/29/81

SECTION I. APPROVED BUDGET *(This Period)*

CATEGORY			COST
1. PERSONNEL			$ 37,108.00
2. CONSULTANT FEES			-0-
3. FRINGE BENEFITS			10,713.00
4. TRAVEL	A. DOMESTIC	$ 3,000.00	
	B. FOREIGN	$	3,000.00
5. EQUIPMENT			-0-
6. SUPPLIES & MATERIALS			2,500.00
7. COMMUNICATIONS			-0-
8. SERVICES *(Specify in "Remarks", below)*			-0-
9. OTHER *(Specify in "Remarks", below.)*			32,968.00
10.		SUBTOTAL DIRECT COSTS	$ 86,289.00
11. INDIRECT COSTS 4.30 % OF TDC			3,711.00
12.		TOTAL COSTS	$ 90,000.00

13. REMARKS

9. Other

a.	Technical Assistance Staff	$18,000.00
b.	Product Development	12,000.00
c.	Rent	2,488.00
d.	Miscellaneous	480.00
		$32,968.00

SECTION II. AWARD COMPUTATION

1. TOTAL APPROVED FEDERAL BUDGET	$ 500,116.00
2. LESS CARRIED OVER UNOBLIGATED BALANCE FROM PRIOR BUDGET PERIODS	$ -0-
3. AMOUNT PREVIOUSLY APPROVED THIS FUNDING PERIOD	$ -0-
4. AMOUNT OF THIS AWARD	$ 90,000.00
5. TOTAL NONFEDERAL PARTICIPATION	$ 386,651.00

APPENDIX G

Project Bibliography

FOR YOUR INFORMATION

Please share this information with people in your school system or organization. They may want to order a copy for themselves.

Resources for Schools and FOCUS ON: are two series of free publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resources and materials for school programs and services;
- to assist regional education centers and the Department in increasing and improving information and dissemination services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department's Boston office. In addition, each regional center has designated a staff member who maintains continuous contact and involvement with project activities across the state, and is responsible for working with center staff to improve information and dissemination services in the center.

The following annotated bibliography will acquaint you with the Resources for Schools and FOCUS ON: series. We would appreciate your efforts in calling these and future publications to the attention of your superintendent and school staff. Copies can be obtained while supplies last from our office in Boston or, in some cases, from your regional education center. In addition, all issues are submitted to the ERIC system. Ask your local librarian how to obtain them.

MASSACHUSETTS DISSEMINATION PROJECT
MASSACHUSETTS DEPARTMENT OF EDUCATION
Room 614, 31 St. James Ave., Boston, MA 02116 617—727-5761

RESOURCES FOR SCHOOLS

Resources for Schools is a series of publications for parents, educators, and students designed to 1) stimulate greater awareness of resources available; and 2) provide specific information about resources and materials for school programs and services.

Presently Available (as of July 1981):

*1. A CATALOG OF PUBLICATIONS FROM THE MASSACHUSETTS DEPARTMENT OF EDUCATION
Revised fall 1979

out of print

Lists publications available from all Department units with information about how copies can be obtained. ERIC #ED183138

2. VIDEO TAPES FOR TEACHING
Updated spring 1980

out of print

An annotated listing of Massachusetts Educational Television (MET) programs that can be duplicated by individual school systems for use in the classroom. (revised edition)

*3. A GUIDE TO DISSEMINATION AGENCIES
Winter 1977

out of print

Describes a number of organizations in Massachusetts that offer programs and services specifically designed to help schools, parents, and communities find, select, and use educational resources. ERIC #ED152272

4. COMMUNITY INVOLVEMENT IN YOUR SCHOOL: A GUIDE TO PEOPLE, PROGRAMS AND PUBLICATIONS
Reprinted fall 1980

A guide developed to establish an information network about current citizen involvement programs in Massachusetts. Categories include: citizen organizations; school volunteer programs; and resources for administrators, citizens, and school volunteers.

5. THE STUDENT'S GUIDE TO SPECIAL EDUCATION
Revised Edition

Written by students, this guide provides information on Chapter 766. Each part of the special education process is described: referral, notification, the evaluation, the educational plan, appeals, and student rights. Also included is a glossary of important terms.

6. IMPLEMENTING CHAPTER 622: EXEMPLARY PROGRAMS FOR ALLEVIATING RACISM AND SEXISM IN MASSACHUSETTS SCHOOLS
Summer 1978

Describes thirty-three programs in Massachusetts schools that are working to reduce racial and sex role stereotyping. All program materials are available, at cost, on microfiche. ERIC #161445

Please Note } *Out of print but available through ERIC

out of print

*7. COMPETENCY PROGRAMS FOR BASIC SKILLS IMPROVEMENT: A RESOURCE GUIDE
Summer 1978

Includes descriptions and contact people for existing competency programs in local schools, a status report, the Board of Education's Policy on Basic Skills Improvement, testing information, and an annotated bibliography of appropriate materials for competency program planners. ERIC #ED182342

out of print

*8. A REVIEW OF MASSACHUSETTS STATEWIDE ASSESSMENT FINDINGS: A CURRICULUM INTERPRETATION OF THE MAJOR FINDINGS OF THE MASSACHUSETTS STATEWIDE ASSESSMENT PROGRAM
Fall 1978

Summarizes the major findings of the Massachusetts Statewide Educational Assessment Program and identifies some readily available instructional resources (textbooks, organizations, materials, etc.) that can be applied to areas of weakness noted in the findings. ERIC #ED185063

9. RESOURCES FOR TRAINING EDUCATORS OF CHILDREN WITH SPECIAL NEEDS
To be reprinted summer 1981

Describes organizations, books, videotapes, programs, materials, professional associations, colleges, and training centers that can assist parents and school personnel in their efforts to provide quality education to children with special needs. ERIC #ED176444, EC120446

10. A RESOURCE GUIDE FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS
Reprinted fall 1980, to be revised fall 1981

Provides information about existing school programs for gifted and talented students, and a variety of resources educators can use to plan future opportunities for the gifted and talented. ERIC #ED181706

11. NEW DIRECTIONS IN GUIDANCE AND COUNSELING SERVICES IN MASSACHUSETTS
Revised fall 1980

Designed as a follow-up to the Board of Education's position statement for guidance and counseling services in Massachusetts schools, this publication highlights a variety of programs that demonstrate the concepts and principles of the position paper. ERIC #ED183977

12. OPTIONS IN ENVIRONMENTAL EDUCATION
Fall 1979

Focuses on the variety of environmental experiences offered to Massachusetts students and the creative and unusual methods practitioners have developed of teaching environmentally. Divided into three sections, the booklet presents PROFILES, thumbnail portraits of seventeen programs and people; ABSTRACTS, short descriptions and addresses of environmental education programs throughout the commonwealth; and RESOURCES, books, periodicals, organizations and institutions, curriculum resources, and visual media related to environmental education. ERIC #ED180844

Please Note } *Out of print but available through ERIC

13. CHECK IT OUT: A GUIDE TO RIGHTS AND RESPONSIBILITIES FOR MASSACHUSETTS STUDENTS
Spring 1980

The first section explains the laws which apply to Massachusetts students in public schools in the areas of freedom of expression, the right to privacy, the right to an equal education, the right to due process of law before being punished, and other rights. The second section outlines a process to follow when certain rights have been violated. Section three lists references to appropriate laws and resources.

14. COMMUNITY EDUCATION: AN ACTION HANDBOOK
Winter 1979

Describes dozens of community education programs in Massachusetts six of which are highlighted through in-depth case studies, and lists a variety of resources and an action summary for prospective community education program developers.

15. IN, OUT, AND ABOUT THE CLASSROOM: A COLLECTION OF ACTIVITIES
Winter 1979

Contains over two hundred and fifty organizations offering curriculum materials, field trip sites, films, and training and support services. While space limitations necessitated keeping descriptions brief, addresses, phone numbers, regional offices, and, in most cases, contact people, allow readers to make personal contacts. ERIC #ED199249

16. STAFF DEVELOPMENT FOR EDUCATIONAL EQUITY: A TRAINER'S MANUAL
Reprinted summer 1981

Designed for Chapter 622/Title IX coordinators and trainers, this manual presents the "nuts and bolts" of planning and conducting workshops for educational equity. Includes sample workshop materials, agendas, and exercises for vocational educators, counselors, administrators, and K-12 practitioners. A bibliography covers topics such as educational change, equity issues, and group process. *To order, contact: Jana Kendall-Harrison, Bureau of Equal Educational Opportunity, Massachusetts Department of Education, 31 St. James Avenue, Room 560, Boston, MA 02116*

17. A HANDBOOK FOR PLANNING AND ORGANIZING SPECIAL EDUCATION ADVISORY COUNCILS

A handbook designed to help parents plan, organize and manage advisory councils for special education programs. It summarizes the roles and responsibilities of various councils; suggests ways to organize a council; discusses council activities and functions, and ways to plan and manage activities and strengthen leadership; and offers resources and information for organizing or enriching an existing council. ED 207279

18. PARTICIPANT PLANNED STAFF DEVELOPMENT

This booklet describes some recent participant planned staff development activities in Massachusetts. It contains profiles of six programs representing a cross-section of models; additional program abstracts; and local, state, and national resources. ERIC #ED199248

19. TEACHING LISTENING AND SPEAKING SKILLS IN THE ELEMENTARY AND SECONDARY SCHOOL

A resource for teachers, administrators, curriculum designers, parents, and school committee members beginning to organize and define oral communication instruction in their districts. The text reviews skills children must learn to cummunicate effectively, the school's role in developing these skills, promising practices observed by the authors during school visits, and an annotated resource list.

20. PROGRAMS AND STRATEGIES FOR PROMOTING EQUITY IN VOCATIONAL EDUCATION

This publication was prepared for practitioners charged with implementing the law and facilitating positive change in schools. It is designed as a planning guide for affirmative programming; as a reference to measure growth and progress in achieving equal opportunity; as a resource for ideas, strategies, and programs; and as an opportunity for meeting the challenges of promoting equal access for all students. ERIC #ED198359

21. ALTERNATIVE PUBLIC EDUCATION
Autumn 1981

Presents an overview of alternative public schools in Massachusetts. Provides resources for program development.

22. EDUCATION FOR FAMILY LIVING
Spring 1981

Prepared in conjunction with the Governor's Advisory Committee on Children and the Family, this publication highlights family life education programs in the state both in profile and abstract form. Includes an extensive resource bibliography.

23. EVERYONE'S GUIDE TO PEER COUNSELING
Summer 1981

Offers step-by-step suggestions for planning and beginning a program, and answers questions frequently asked. Readers, particularly those new to the topic, will appreciate descriptions of fourteen programs presently operating in Massachusetts which represent a variety of approaches to peer counseling. A bibliography of books, reports, and articles is included for those who wish to explore the subject further.

24. PROGRAMS AND ORGANIZATION FOR MIDDLE SCHOOLS
Fall 1981

Designed as a companion piece to "Middle School/Junior High School Education: A Report of the Massachusetts Board of Education Study Committee", this booklet includes academic and non-academic programs and organizational arrangements in Massachusetts middle schools. Descriptions include program costs and outcomes.

25. SCHOOL PROGRAMS FOR GIFTED AND TALENTED STUDENTS
Fall 1981

Describes over 150 gifted and talented programs. Information is based on a school survey conducted in October, 1980 and updated in October, 1981. Defines terms and describes five primary models used in program development.

Four booklets have also been produced in the *FOCUS ON:* mini-series:

Out of print

FOCUS ON: ENERGY CONSERVATION PRACTICES IN SCHOOLS
Winter 1980

Contains descriptions of a number of successful energy conservation practices which were verified through the joint efforts of the School Superintendents' and School Business Officials' Association.

FOCUS ON: CLASSROOM ENERGY MATERIALS
Spring 1980

A reference guide to bibliographies, classroom materials, publications, media, energy-related organizations, etc. Totally different from Focus On: Energy Materials for Home and School.

Out of print

FOCUS ON: ENERGY MATERIALS FOR HOME AND SCHOOL
Summer 1980

Lists over 200 sources from which to obtain curriculum materials, grant and loan information, film lists, and much more. Totally different from Focus On: Classroom Energy Materials.

FOCUS ON: TEACHER STRESS
Spring 1981

Lists numerous agencies and training programs in New England that alleviate teacher stress. Agencies included provide services without charge.

FOCUS ON: INSTRUCTIONAL VIDEO PROGRAMS FROM MET
Autumn 1981

An annotated list of Massachusetts Educational Television (MET) programs. Provides information about cable rights, and duplication policies and costs at MET.

UPCOMING ISSUES

26. HEALTH EDUCATION PROGRAMS

CONTACT:

Massachusetts Dissemination Project
Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, MA 02116
Tel. (617) 727-5761

APPENDIX H

Description of new Bureau of Educational Resources

Bureau of Educational Resources

Division of Curriculum and Instruction

Massachusetts Educational Television (MET) has been joined by three program and service areas in the new Bureau of Educational Resources (BER). Developed in response to the growing need for quality, cost-effective and current resources to support school improvement efforts across the Commonwealth, the Bureau offers a variety of new services in addition to being the state's educational television agency.

Designed as a resource of resources, the Bureau now offers the following new services to Massachusetts educators:

- Resource Information and Referral (RIR)
- Instructional Technology
- Dissemination

The Bureau develops new resource materials only where information gaps exist. In critical new areas such as the use of computers in instruction, BER acts as a resource for Department of Education staff and local school personnel. BER also develops specialized resource banks or guides in major curricular areas.

BER primarily serves local school personnel as a broker of information about finding and using available resources. Assisting staff in the Department's six regional education centers to locate and disseminate resources is another major aspect of the Bureau's work.

Resource Information and Referral (RIR)

- Developing a new program?
- Revising your curriculum?
- Wondering where to find resources?
- Interested in sharing a good program or resource?

The Bureau of Educational Resources and the Department of Education are pleased to announce a unique new service for Massachusetts educators. As a resource of resources, RIR responds to requests for curriculum information in all areas, directs school personnel to appropriate resource centers, and provides information about specific resources.

By developing topical resource banks, RIR offers educators the opportunity to share and obtain information about curriculum, consultants and organizations. Materials for the banks are submitted by practitioners and are reviewed by a panel of specialists in the field. The first specialized bank features resources for elementary and secondary teachers who want to improve the teaching of writing. It includes over one hundred items in all areas of writing instruction.

A resource bank on reading will be available in the Fall. Plans to add other topics are in progress. Funding to computerize RIR is being sought.

Dissemination

The Massachusetts Dissemination Project, developer and producer of the highly acclaimed *Resources for Schools* and *Focus On:* series, is now part of the Bureau of Educational Resources. Formerly funded under a federal grant, the Project is now one of BER's four program areas, promoting the Bureau's programs and services.

Dissemination services at BER include developing and distributing additional issues in the *Resources for Schools* series; networking with professional associations; arranging resource exhibits or presentations at educational conferences; conducting workshops; responding to requests for information and materials; and maintaining close contact with the Department's six regional education centers.

Issues in the *Resources for Schools* and *Focus On:* series are still available. Call or write for our current bibliography.

Instructional Technology

- DO YOU KNOW THAT OVER 75% OF MASSACHUSETTS SCHOOL DISTRICTS USE COMPUTERS IN THE CLASSROOM AS AN INTEGRAL PART OF THEIR INSTRUCTIONAL PROGRAM?
- DOES YOUR SCHOOL SYSTEM FEEL PERPLEXED BY THE ARRAY OF SOFTWARE AND HARDWARE AVAILABLE?
- ARE YOU CONCERNED THAT TODAY'S "BARGAIN" SYSTEM WILL BE OBSOLETE OR INCOMPATIBLE WITH TOMORROW'S SOFTWARE AND HARDWARE?

BER's instructional technology specialist is available to help school districts across the state grapple with the problems and potential associated with computer use and technology. Through the regional education centers, the Bureau offers assistance in the use of computers for instruction, and in the review of software and hardware. Activities are designed to increase the level of computer awareness among teachers, administrators, and students and to provide up-to-date information and training opportunities.

BER is prepared to help you and your school find out about the latest developments in instructional technology.